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ABSTRACT

This fact sheet summarizes issues involved in the reauthorization of the Jacob K. Javits Gifted and Talented Students Education Act of 1988, Title IV-B, Elementary and Secondary Education Act. This Act provides grants for research and demonstration projects and training activities to meet the needs of gifted and talented students. The Javits program has served over 2 million gifted and talented students through 75 discretionary projects and also funds the National Center for Research and Development in the Education of Gifted and Talented Children and Youth. A Federal government report is cited indicating that only two cents of every $100 spent on K-12 education in 1990 supported special opportunities for gifted students, and recommending that the definition of "gifted" be broadened and that effective programs be expanded into regular school programs. Specific reauthorization issues addressed include: whether to focus on equal education or on excellence for the few; reauthorization of the National Center for Gifted Research; and continuation of discretionary grants for model projects serving only gifted and talented students. Specific appropriation figures for fiscal years 1989 through 1995 (proposed) are listed. (DB)

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Education of the Gifted and Talented Reauthorization Fact Sheet

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Status

The Jacob K. Javits Gifted and Talented Students Education Act of 1988, Title IV-B, Elementary and Secondary Education Act (ESEA), is scheduled to be reauthorized as part of the ESEA reauthorization. It provides grants to State and local agencies, institutions of higher education, and other public and private agencies for research and demonstration projects and training activities designed to meet the special needs of gifted and talented students. The Clinton Administration has proposed expanding gifted education programs to make exemplary projects into schoolwide programs enhancing education for all students.

Background

Initially, the Education Amendments of 1970 (P.L. 91-230) mandated a study on the gifted, and permitted funds to be used for gifted and talented students under both Supplementary Centers and Services (then Title III of ESEA) and Grants to strengthen State departments of education (then Title V, ESEA). The *Marland Report to Congress: Education of the Gifted and Talented* (1971) pointed out the inadequacy of our educational system to educate gifted children. A small program for education of the gifted was eventually established under P.L. 93-380 in 1974, but was consolidated with other categorical education programs under P.L. 97-35 in 1981. The Javits Gifted and Talented Education Act of 1988 under P.L. 100-297 provided increased Federal support for the gifted.

Program

The Javits Gifted and Talented Education program has served over 2 million gifted and talented students through 75 discretionary projects from FY 1989 through FY 1993. Not more than 30 percent of the funds for the Javits Gifted and Talented Education program is set aside for a 5-year grant to an institution of higher education to operate the National Center for Research and Development in the Education of Gifted and Talented Children and Youth. Currently, the lead institution in a consortium is the University of Connecticut at Storrs. Other institutions include the University of Georgia, the University of Virginia, and Yale University. The type of applied research of these institutions involves collaborative efforts with school districts. Other parts of the Act include discretionary grants to provide preservice and inservice training for personnel, model programs for identifying and educating gifted students, strengthening State

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leadership to local educational agencies to improve gifted programs, technical assistance, information dissemination and evaluation. Currently, the Act requires that at least half of the applications funded contain a component designed to serve economically disadvantaged students who are also gifted or talented.

National Excellence Report

A study just completed entitled *National Excellence: A Case for Developing America's Talent* (Office of Educational Research and Improvement (OERI)) shows that approximately two-thirds of the public schools offer programs for the gifted and talented. However, this report indicates that more than half of the U.S. gifted students fail to achieve in school at a level commensurate with their abilities. The study reports that only two cents out of every $100 spent on K-12 education in 1990 supported special opportunities for gifted students. Citing other sources, the study concludes that the most gifted American students do not do well in comparison with gifted students in other industrialized countries, although they have the potential to be equal or better. Among its recommendations, the report delineates that the definition of gifted be broadened and suggests increased learning opportunities for disadvantaged and minority children with outstanding talents by expanding effective education programs with more advanced materials into the **regular** school programs.

Reauthorization Issues

To deal with the "quiet crisis" of educating gifted students, one issue is whether to seek equality or to provide an elite group with the opportunity to excel. The Clinton Administration has proposed in its legislation, Improving America's Schools Act of 1993 (IASA), **H.R. 3130,** strengthening instruction for all children including the **gifted** on a school wide basis, and targeting grants to serve high-poverty schools. This conforms to the OERI recommendations. Under Clinton's proposal, the 5-year grant for the National Center for Gifted Research would be eliminated although applied research, development, and curriculum assessment would still be supported. **H.R. 6**, a revised version of the IASA, ordered reported from the House Committee on Education and Labor (February 8, 1994) proposes to reauthorize the National Center for Research, to maintain discretionary grants for model projects for traditional gifted and talented students, while encouraging the use of materials and methods for the gifted to serve **all students**, including economically disadvantaged, limited English proficient, and individuals with disabilities.

Javits Gifted and Talented Program Appropriations

Fiscal Year	Appropriation
1989	$ 7,904,000
1990	9,888,000
1991	9,732,000
1992	9,732,000
1993	9,607,000
1994	9,607,000
1995 Administration budget	10,000,000